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ABSTRACT

This report presents feedback on the University of Guam's Faculty Development Day (FDD) (January 19, 2001), which focused on collegial faculty governance and highlighted interactions between the Senate, faculty, and administration. Feedback came from feedback surveys designed to gauge the success of the workshop. The surveys asked about participants' background in collegial governance, perceptions of FDD effectiveness, motivation to participate in collegial governance, interest in further learning about governance, information obtained, and demographics. Results indicated that participants considered the FDD successful. They left with basic tools for participating effectively in faculty governance. Most reported improved attitudes about participating in faculty governance and agreed that the Faculty Senate was a step forward in university governance. Faculty members were optimistic about the Faculty Senate establishing a good working relationship with the university administration. Respondents mentioned the need for a culture of continuous improvement and ethics at the university. The faculty wanted to continue professional development in governance as well as in other areas. Two appendixes present a description of the feedback plan/design, instruments, data analysis and interpretation and limitations and detailed tabulations or analyses of quantitative data and transcripts or summaries of qualitative data. (SM)

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Feedback from Faculty Development Day on Faculty Governance

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For discussion

Feedback from Faculty Development Day on Faculty Governance, 19 January 2001

Prepared for UOG Faculty Senate

by
Dr. Maria Schefter, Independent Consultant
and Dr. Yukiko Inoue, Faculty Development Day Committee (FDD) Chair

in consultation with
FDD committee members Dr. Chris Lobban and Brian Millhoff,
and Faculty Senate President, Dr. John Jenson

Thanks to Dr. Seyda Türk-Smith for critiquing a draft of the yellow survey questions.

Feedback from Faculty Development Day on Faculty Governance, 19 January 2001

Draft for discussion

Table of Contents

Executive summary ____ 3

I) Introduction to the report ____ 4

II) Focus of survey questions on the yellow questionnaire ____ 5

III) Brief overview of feedback plan and procedures ____ 7

IV) Presentation of evaluation results – yellow and white questionnaires ____ 7

V) Conclusions and recommendations ____ 11

VI) Dialogue and rejoinders are encouraged ____ 15

VII) Appendices ____ 16

Dr. James Postma presented the Faculty Development Day

Executive summary

The Faculty Development Day (FDD) on faculty governance, Jan. 19, 2001, was an important focus of Dr. James Postma's visit; he also met with the president, administrators, Board of Regents, Senators and informally with faculty over a three-day period. This report only covers the feedback surveys for the FDD workshops and is not intended to evaluate the entire faulty development event.

According to the feedback surveys, FDD informed respondents about senatorial processes and motivated them to continue learning and to participate in collegial governance at UOG—

"Best development day activity in at least 5-8 years."

Junior and senior faculty were present, representing all seven UOG units: CALS, CAS, CBPA, CNHS, COE, LR, GS&R, as well as several administrators, regents, legislators, and alumni.

Descriptive statistics on rating scales for the questions on the yellow page attested to the success of Faculty Development Day. Many participants said they left with basic tools (concepts and understandings) needed to participate effectively in faculty governance (Q 3 and 7). This dramatically contrasts with how they rated their pre-workshop knowledge on questions 1. A large majority reported attitude improvement about participating in faculty governance and as a result of FDD they were better equipped to be effective in committee work and motivated to participate. Most agreed that the Faculty Senate is a step forward in governance for UOG and said they would participate in future opportunities to learn about governance through monthly workshops and readings. There were 90 valid responses;149 people attended the workshop; return rate was 60%.

Likewise, the data from the white page suggest optimism about the new Faculty Senate's ability to establish a good working relationship with the UOG administration. The valid return rate was 50%; 75 completed the white follow-up questionnaire. Overall, as the descriptive statistics show, the workshop was a success and made a good starting point for the new Faculty Senate at UOG.

The open-ended questions (N = 43) elicited praise for this Faculty Development Day, although did not directly requesting that input. Concerns included: representation, participation, and need for links with the Board of Regents. From Dr. Jim Postma respondents learned many practical ideas about processes and challenges of governance at California State University (CSU) Chico. 'Adapt not adopt' was a theme; people suggested carefully considering the many promising aspects of what he said and modifying it for UOG. The decision-making / leadership styles workshop generated much interest. Respondents mentioned the need for a culture of continuous improvement and ethics at UOG. Faculty would like to continue professional development in governance and in other areas as well. The recommendations include participants' suggestions for further faculty development and other issues arising from discussion with the committee According to the two questionnaires, the event was well received, even though the correspondence with the structure and learning objectives was tenuous. Limitations of the data and weaknesses of the FDD are noted in the report.

I) Introduction to the report

A) Purpose of the feedback surveys

Feedback after workshops provides organizers with both a measure of success of the program and ideas to improve future programs. The Faculty Development Day (FDD) organizing committee worked with the speaker to develop learning goals for the workshop. The self-assessment feedback surveys were intended to gauge the success of the workshop in these terms, without "testing" participants on knowledge gained, as well as to address some related questions of interest to the Faculty Senate President. Evidence of success validates time and money expended.

B) Audiences for feedback reports

People who reviewed draft reports

- Faculty Council FDD Committee for 2001
- Senate President (former Faculty Council Chair)
- Senate Committee on Faculty Excellence (Under the new Senate, the CFE committee takes charge of faculty development; members are: Professors Barry Smith, Brian Millhoff, and Ron McNinch); other Senators

Dissemination suggestions for CFE

- Other Faculty Senators as appropriate
- Academic deans
- CAS annual conference in April (presentation / discussion)
- UOG senate website
- Dr. James Postma, the presenter
- Triton's Call (perhaps a feature on faculty learning)
- UOG faculty, administrators, Regents; anyone involved in collegial governance
- Alumni and interested community members

C) Limitations of the evaluation

- Reliability of the questionnaires is presumed.
- Only 60% of the participants turned in their responses to the yellow form closed-ended questions, 30% to the yellow form open-ended questions, 50% to the white form closed-ended questions.
- Feedback forms turned in at lunchtime did not reflect the whole of FDD.
- The surveys do not indicate clearly the extent to which the workshop met the specified learning goals.

For an expanded explanation and further listing of limitations see Appendix A.

D) Overview of report contents

The remainder of the report presents: the focus of the survey questions, an overview of the feedback plan and procedures, the results, conclusions and suggestions, a plea for dialogue, and data appendices. The focus section describes FDD, the evaluation questions, and information still needed. The next section gives a thumbnail view of the plan to find out people's opinions and of the plan's limitations. The Results section summarizes the 5-point scales and the open-ended questions;

some interpretations are suggested. The next section includes criteria and standards for judgments, the strengths and weaknesses, and recommendations. The last section requests more participation. Appendix A elaborates on the feedback plan, design, instruments, data analysis and interpretation, and limitations. Appendix B contains some of the descriptive statistics.

II) Focus of survey questions on the yellow questionnaire

A) Description of FDD on faculty governance

Rationale and goals

As a catalyst to UOG's turnaround process and in anticipation of the creation of a Faculty Senate, this year's Faculty Development Day (FDD) focused on collegial governance and specifically highlighted interactions between Senate, faculty and administration. The presenter, Dr. James Postma, shared his rich experience in faculty governance at California State University, Chico. Using a metaphor from his discipline, he titled the day "The Chemistry of Faculty Governance." A pervasive theme in the day's sessions was the various and multifaceted possibilities for bonds or links among faculty, senate, administration, and Regents in the processes of collegial governance.

People to benefit

Faculty Development Day usually focuses on UOG faculty. UOG students could be indirect and long-term beneficiaries. In this case, because of the focus on the new Senate and its interactions with faculty and administration, the benefits were expected to be wider than just faculty. Administrators, Regents, legislators, alumni, and other members of the Guam community participated.

The program's structure, content, activities, and other characteristics

The one-day event opened at 8:30 a.m. with the inauguration of the newly organized Faculty Senate. The flyer stated that Dr. Jim Postma's presentations would include: overviews of perspectives, essential ingredients, options and tradeoffs, suggested structures and processes, and lastly the organization as an organism. In one workshop, participants brainstormed and debated pros and cons of participating in collegial governance. In another workshop participants assessed their leadership styles, then grouped to brainstorm the strengths and weakness of being on a committee with people having different decision-making styles.

Operating context

Funding was secured to hold the meeting at a local hotel and provide a buffet luncheon.

Creation of the faculty senate responds to WASC's concerns about collegial governance that partially led to placing UOG on probation status again.

Human and other resource requirements needed for FDD

Dr. Postma was highly recommended by Dr. Estevan, chair of WASC. For 15 years Dr. Postma has held offices and served on various subcommittees of Chico's

Academic Senate. Funding was secured for his airfare and hotel expenses; he donated his time.

The FDD committee (Dr. Yukiko Inoue, Chair, Dr. Chris Lobban, and Brian Millhoff) considered alternative topics, presenters, and formats, then decided on Dr. Jim Postma and planned with him, designed advertising, made travel arrangements, and coordinated his meeting with the university president, administrators, regents, and senators over three days. Dr. Maria Schefter, an educational consultant, volunteered to design the yellow feedback survey, analyze it, and take the lead in writing this report. Dr. Postma supplied the white feedback from and Dr. Inoue analyzed it.

B) Questions to focus the feedback

The feedback tools were based on participants' self-assessment of their backgrounds in governance, the effectiveness of the day's activities, motivation to participate, and interest in further learning about governance. Demographic information included affiliation and length of time working at UOG and for what college / unit.

- Participants' backgrounds in collegial governance
  Q 1—had thorough working knowledge
  Q2—past participation in governance

- Perceptions of FDD effectiveness
  Q 3—basic tools to participate in collegial governance
  Q 4—attitude improved
  Q 5—applicability to UOG
  Q 6—Faculty Senate is a step forward
  Q 7—better equipped to participate on committees

- Motivation to participate in collegial governance
  Q 8—motivation to participate
  Q 9—not priority!
  Q 10—prefer to wait until learn more

- Participants' interest in further learning about governance.
  Q 11—would like monthly workshops
  Q 12—would read / discuss circulated articles and books
  Q 18—suggestions for future development on faculty governance

- Information obtained; the list of expected outcomes for the workshop were:
  Q 16—concepts learned or reviewed (aimed at eliciting comments on the following list from the FDD flyer):
  1. A list of the attitudes that are needed on the part of trustees, your president, administrators, staff, faculty, and students to make collegial governance work.

2. An understanding of how attitudes and assumptions affect how the Senate works with its various constituencies and other campus governance structures.
3. A realistic sense of what can be accomplished in the near term.
4. Ideas about how structures and policies might be modified without losing their essential coherence.

Q 17—potential application of learning in Q 16

- Demographic information included affiliation and length of time working at UOG, and college or unit.
  Q 13—affiliation
  Q 14—years
  Q 15—college / unit

C) Information needed to complete the evaluation of FDD.

For this report to be utilized in a more complete evaluation of the whole of FDD, several things could be done, pending available time, resources, and motivation:

- Discuss and interpret results via email and in informal gatherings.
- Meet in focus groups to better understand the meaning of responses
- Find and follow-up the non-respondents to the surveys.
- Meet in focus groups to find out opinions of non-respondents.
- Find out reasons why faculty chose not to attend (canceling classes, distance from campus, topic, etc.)
- Study the whole process (including goals, outcomes, cost-effectiveness, alternative formats) of faculty development.
- Compare results with similar data from other development activities both on-island and from other selected institutions to enhance meaningfulness of the data.

III) Brief overview of feedback plan and procedures

The FDD committee decided to use written surveys. Several times during the day participants were requested to fill out the two survey forms before they left. Each form was on two sides of a sheet and they were provided to all participants in the workshop folder together with a response card and pencil. For more about the feedback plan see Appendix A.

IV) Presentation of evaluation results – yellow and white questionnaires

A) Summary of findings

Results are summarized below for the Likert-type scale questions from the yellow form, the white form, and the open-ended questions.

Five-point rating scales on the yellow paper

The results from the yellow survey are presented for all respondents ($N = 90$) out of the total signed in ($N = 149$); 90% of respondents were faculty. The return rate was 60%. For ease of understanding, the two levels of agreement were combined as Agree, the two levels of disagreement as Disagree (Table 1). The bulleted numbers are the question numbers. Analysis of agreement as rounded percentages of FDD respondents indicate the following:

- Participants' backgrounds in collegial governance
  1. About 65% of respondents did not have a thorough working knowledge of faculty governance before the workshop and readings (Q. 1).
  2. Half had participated in governance (Q. 2).

- Perception of FDD effectiveness
  3. After the sessions, about 65% of respondents agreed that they had access to basic tools (concepts, understandings) needed to participate in governance (Q. 3).
  4. Approximately 75% reported an attitude improvement about participating in faculty governance (Q. 4).
  5. About 85% of respondents rated the FDD readily applicable to UOG (Q. 5).
  6. Approximately 95% of respondents agreed that the Faculty Senate is a step forward for UOG governance (Q. 6).
  7. About 65% felt better equipped to be effective in committee work (Q. 7).

- Motivation to participate in collegial governance
  8. About 65% were motivated to participate (Q. 8).
  9. Only about 15% of respondents thought they needed to focus on disciplinary requirements and not involve themselves in voting and joining committees (Q. 9).
  10. About 25% wanted to wait to learn more about faculty governance before joining committees (Q. 10).

- Participants' interest in further learning about governance
  11. About 65% of respondents said they would participate in future opportunities to learn about governance through workshops (Q. 11).
  12. About 65% said they would participate through readings if made available (Q.12).

- Demographic information included affiliation and length of time working at UOG, and college.
  13. About 90% (79) of FDD respondents (90) were faculty. Other participants included administrators, regents, legislators, alumni, and community members.
  14. Respondents' number of years at UOG was about 20% in each category from 1 3 and 4 to 7 years, 25% from 8 – 11 years, and 15% each in 12 – 15 and

over 16 years; these divisions roughly correspond to promotion and tenure milestones.

15. Approximately 15% of attendees were from CALS, 40% from CAS, 5% from CBPA, 25% from CNHS, COE, LR, and 10% from GS&R.

Five-point rating scales on the white paper – results and comments

Of the 149 people who attended the January 19, 2001 UOG Faculty Council Faculty Development Day workshop, 75 completed the follow-up questionnaire on the white paper from Dr. Postma. As seen in Table 2a, 33 (43%) participants "strongly agreed" and 26 (34%) "agreed" with the Q2 statement (I am optimistic about the new Faculty Senate's ability to establish a good working relationship with the UOG administration); 39 (51%) strongly agreed and 28 (37%) agreed with Q3 (Healthy decision-making structures are the most important component of the UOG's return to accreditation) [Note: UOG is fully accredited but on probation status], and 39 (51%) strongly agreed and 21 (28%) agreed with Q5 (A new UOG president will make a significant, positive effect on the quality of the university's operations). These results seem to be a clear indication of the UOG faculty's high expectation for and positive attitude toward the Faculty Senate and for Dr. Peter Lee who was selected by the UOG Board of Regent as the UOG president. The result of Q5 also reflects the results of the Faculty Council poll conducted in August of 2000. In that poll more than two out of three of the faculty named Lee as their first choice for president of UOG. 28 (37%) participants strongly agreed and 25 (33%) agreed with Q4 (More efficient use of the current budgetary funds will allow the UOG to operate as a quality university). This indicates faculty concern about the need for a healthy decision-making structure and effective financial management particularly in this time of financial crisis. Finally, 9 (12%) participants strongly agreed and 42 (55%) agreed with Q1 (As a result of this workshop, I have better ideas about a healthy faculty governance system at the UOG), indicating that the workshop was an informative and meaningful opportunity for the participants to understand faculty governance Table 2b provides the mean, standard deviation, and the valid number of respondents for each of the five questions. The participants' feedback to the three questions was very positive, and the standard deviations indicate little difference of opinion among the faculty. In sum, the faculty responses indicate that the workshop was a success and the workshop made a good starting point for the new UOG Faculty Senate.

Open-ended questions (on the yellow page)

Praises were expressed in 12 comments even though the open-ended questions did not directly request input. One comment noted that the workshop did not seem to match the structure or learning objectives advertised.

The concept of a faculty senate received the greatest number of comments (56).

Appreciation of hearing how senatorial structure and process work, for example at California State University (CSU) Chico—

The way that CSUC faculty senate & administration relate/function w/respect to each other

The four unique characteristics of the Academic Senate at Chico State are something one should ponder.

'Adapt not adopt' caveats for UOG—
We should discuss these to see if they have relevance to UOG. Surely modification would be needed, but they have promising aspects to them.

Representation in governance—
Involve everyone - administrators, ALL faculty, staff & students in governance. Faculty are NOT the only ones that make up the university - it is a community of students, faculty, staff, administrators and its environment!

Faculty governance should reflect intricacies of the smallest unit. Recognizing political realities.

The senate chair meets weekly with the University President.

The Senate President have meeting with faculty (at each unit or as a whole) at least two times a semester.

The senate meeting is open to everybody to attend.

Keep a strong high-profile senate. Hold open forum sessions from time to time.

The importance of involving limited term and adjunct professors in governance.

Ethics:
Each semester hold workshops on Professional ethics. Develop a Professional Ethics manual for students, staff, administrators, and *faculty.

Culture of continuous improvement / impact assessment at UOG / evaluation:
A) Continue to organize and develop professional autonomy via professional professor ethics. B) Develop and employ assessment Tests/Tool for courses and programs for academic quality.

Program evaluation - importance criteria

Listen to faculty and needs of the academic program (and students careers)!

Discussions/Lectures/Workshops on purpose of university. What effects do we have on the island? How many people on Guam take courses?

B) Interpretation of findings

The feedback surveys indicate a measure of success for the workshop in that many respondents indicated improved knowledge and attitudes for faculty governance; these included optimism about a good working relationship with UOG administration that will lead to retaining full accreditation. Although improving attitude and willingness to participate were not among the stated purposes, these goals were clearly present in the planning discussions. The many comments on the

unsolicited topic of promotion and tenure and on ethics suggest that these are major issues.

In trying to interpret the open-ended responses, we noted that in some ways the responses were not as expected. The question came up about why the open-ended questions did not elicit information about the terms 'needed attitudes' and 'key assumptions' that were mentioned in the conference flyer. Only one comment directly referenced the articles by Jack Schuster et al. and Weingartner that Dr. Postma sent. Some responses to the query on improving faculty governance (Q. 18) included other aspects of faculty development and personal professional development; perhaps even though the central meaning differs, people were responding to the overlap in the peripheral meanings. Fuller interpretation would likely be achieved by dialogue among the participants.

V) Conclusions and recommendations

A) Criteria and standards for judgements

Given the limitations of time and resources, this survey applied the relevant standards grouped under utility, feasibility, propriety, and accuracy.[1] These 30 standards have been endorsed by 15 educational associations including the Council on Postsecondary Accreditation (now the Council for Higher Education Accreditation[2]).

Some of these principles apply to the design and conduct of any research. However, the goals (purposes), roles (uses), reporting, and existence of codified standards for evaluation make it different from research. When doing any type of evaluation, reference to the standards improves the study's credibility.

B) Strengths and weaknesses of FDD indicated by the feedback

Strengths

- Perceptions of FDD effectiveness

After the sessions, about 65% of respondents felt better equipped with basic tools (concepts, understandings) to participate in effective committee work and governance. About 75% reported attitude improvement and 85% that the FDD was readily applicable to UOG. Approximately 95% thought the Faculty Senate is a step forward for UOG governance.

- Motivation to participate in collegial governance

About 65% reported motivation to participate, but 25% still want to wait to learn more about governance before they work on committees. Only 15% said they needed to focus on disciplinary requirements and not take time for voting or committees.

- Participants' interest in further learning about governance.

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[1] The Joint Committee on Standards for Educational Evaluation (1994). *The Program Evaluation Standards*, 2nd ed. Thousand Oaks, CA: Sage

[2] Council for Higher Education Accreditation--www.chea.org

Approximately 65% of respondents want to learn more through workshops and reading.

- Information obtained

Participants reported learning a diverse array of ideas about collegial governance even though the categories did not exactly match the planned purposes and outline for FDD.

Weaknesses

- Approximately 50 faculty did not participate in FDD. Of those who participated, not all attended the entire day. The reasons were not sought.
- Approximately 40% who signed in did not turn in their responses.
- Toward the goal of full participation, even 30% of those who responded indicated a need to learn more before joining committees.
- A discrepancy was noted between the advertised program and the actual program.
- In the open-ended responses, only one cited the readings.

Recommendations to consider

Though open-ended questions or in discussion with the FDD committee concerns were expressed. The Faculty Senate including the CFC could discuss and determine how these suggestions fit with their time, resources, and on-going priorities. The suggestions are divided into those that could be done soon or are on-going concerns as distinct from those that better fit the next FDD event. A bracketed [MS] indicates Dr. Maria Schefter's comments, [CL] indicates comments of Dr. Chris Lobban.

On-going concerns / For Faculty Senate to consider doing soon –

- Governance processes learning –
  - Respond to the boost in morale and enthusiasm generated with the inauguration of the Faculty Senate and the responses to Q 11 & 12 by doing more development discussion and activities on governance. Even if only a dozen people participate, some people could learn tools for more effective participation. Note that Dr. Mike Ehlert organized a plenary strand on governance for the annual university-wide conference that CAS sponsored in April 2001.
  - Circulate more reading on governance and leadership, e.g. to discuss important ideas from FDD and to better understand and to apply the two articles that Dr. Postma sent (by Jack Schuster et al. and Weingartner).
  - Via the web, email, and in-person discuss application of information on governance.
- Participation –
  - Encourage individual faculty to belong to and take action on committees; assist each person to identify opportunities that value her / his skills and talents.
  - Respond to the 30% who requested more information on governance before they participate.
- Representation –
  - Finish revising the draft survey of topics / issues priorities for the Senate and do the survey.

- Keep a strong high-profile Senate. Show each unit, each constituency, each person that they are represented, e.g. adjunct and limited term faculty, junior faculty, and senior faculty.
- To ensure that the voices of all faculty are heard in decision-making processes, identify faculty stakeholder groups including those delimited by number of years working at UOG (sometimes called 'junior' and 'senior' faculty) and by college.
- Consider adapting the various linkages, bonds, and processes and meeting frequencies used at CSUC Chico, e.g. Senate Chair weekly with University President, Senate President with each unit each semester, open forum sessions.
- Discuss the meanings and differences of the terms: governance, faculty development, and professional development. Give examples that would be feasible and cost-effective to do at UOG. [MS]
- 'Adapt not adopt'; careful considering the many promising aspects of what Dr. Postma said and modify it for UOG Continue finding out what people think about issues.
- Future surveys should also be conducted in a way that is useful, feasible, proper, and accurate [MS].

- Promotion & Tenure – in response to the many comments –
  - Revise the Comprehensive Faculty Evaluation System (CFES). Include representation of limited term and adjunct professors.
  - Consider modifying criteria to better accord with departmental and disciplinary expectations.
- Ethics –
  - Each semester hold workshops on Professional ethics. Develop a Professional Ethics manual for students, staff, administrators, and faculty. [MS: see Program and Personnel Evaluation standards][3]
- Culture of continuous improvement / impact assessment / evaluation –
  - Foster a spirit of continuous improvement. Respond to suggestions for evaluation: needs and impact analyses for programs. [MS: Consider roles for Institutional Researcher and consultants].

For the next FD event – some ideas to consider soon

- Use this feedback survey report as a base for a fuller reflective evaluation including problems evident from the process. [CL]
- Use people's suggestions for topics and timing along with needs perceived by the CFE and Senate. (See Appendix B, open-ended comments). [MS]
- Invite faculty to set goals / outcomes. [MS]
- For revamping CFES and other personal evaluation invite Dr. Anthony Shinkfield from Melbourne.[4] [MS]

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[3] The Joint Committee on Standards for Educational Evaluation (1994). The Program Evaluation Standards, 2nd ed. Thousand Oaks, CA: Sage.

The Joint Committee on Standards for Educational Evaluation (1988). *The Personnel Evaluation Standards: How to Assess Systems for Evaluating Educators*. Thousand Oaks, CA: Sage.

[4] Dr. Shinkfield is highly recommended by evaluation networks.

(footnote continued)

- Find out what factors keep faculty away from FDD e.g. reluctance to cancel classes, beliefs about not learning anything, venue, timing.
- Improve survey return rate by - [MS]
  - o reminding people how results of past surveys were disseminated and used in decision-making;
  - o collecting workshop feedback before people leave the room in the morning;
  - o having a separate questionnaire (if any) for the afternoon sessions.
- Budget time and resources for feedback analysis, reporting, and dissemination [MS].
  - o Consider whether FDD is a training and at what level of Kirkpatrick's model[5] to evaluate [MS]:

Level	Question
1. Reaction	Where the participants pleased with the program?
2. Learning	What did the participants learn in the program?
3. Behavior	Did the participants change their behavior based on what was learned?
4. Results	Did the change in behavior positively affect the organization?

- Discuss the purposes, outline, and feedback tools with the presenters to better insure that they match. [MS]
- To test recall of concepts instead of only asking about important ideas, it might have been helpful to provide memory jogs such as: needed attitudes, effects of attitudes and assumptions, realistic sense of possible accomplishments, and structural and policy modifications (based on advertised purposes of FDD), and give names of readings, e g. articles by Jack Schuster et al.[6] and Weingartner[7].
- Pilot test the questions, get more reliability evidence. [MS]
- If time and resources permitted, comparisons with similar data from other development activities both on-island and from other selected institutions, could enhance meaningfulness of the data. [MS]

Shinkfield, A. J. and Stufflebeam, D. L. (1995) Teacher evaluation: Guide to effective practice (Evaluation in education and human services, 41). Boston: Kluwer Academic Pub.

[5] Kirkpatrick 1977, 1983 in B.R. Worthen, J.R. Sanders & J.L. Fitzpatrick. (1997). *Program Evaluation: Alternative approaches and practical guidelines.* New York: Addison Wesley Longman, p. 489

[6] Shuster, J. H., Smith, D. G., Corak, K. A., and Yamada, M. M. (1994) Ch. 2. The asynchronous domains of planning and governance. In *Strategic governance: How to make big decisions better.* Phoenix: Oryx Press, pp.13-27.

[7] Weingartner, R. H. (1996) Ch. 2. Collaboration and consultation: The central administration and the faculty. In *Fitting form to Function: A primer on the organization of Academic Institutions.* Phoenix: Oryx Press, pp. 19-34

VI) Dialogue and rejoinders are encouraged

Toward continuous improvement of faculty governance at UOG, dialogue about the report is encouraged. Faculty, administrators, students and other stakeholders are invited to discuss the summaries and ideas in this report, what they see in the responses on the yellow and white forms, and how to use the findings. Respondents are invited to email or phone the FDD committee if they would like to offer a different interpretation of their remarks. This report has its limitations.

In the open-ended responses some people objected to what they perceived as taking time away from classes. Only four comments expressed displeasure – about the information covered, the length of time expended, and the social that evening:

> Too much "How does that work at CSU - Chico" not enough UOG-focused activities.
>
> I think a full day is a bit more than needed for this meeting.
>
> The gentleman in charge of the workshops should have reviewed what we have accomplished before putting together his presentation.
>
> Would suggest increase in faculty social activities. I'm sorry you went to Jeff's & didn't stay at the tree bar.

VII) Appendices

A) Description of feedback plan/design, instruments, data analysis and interpretation, and limitations

Feedback plan/design

This report has elements of both formative and summative feedback. It is summative in that FDD 19 Jan. 2001 is over, but formative in that faculty development is an on-going process and some of the feedback questions (Q 11, 12, and 18) were forward-looking. Evaluating the speaker, the facility, and food—as is often done for workshops, would not be useful for future decision-making. The committee wanted to find out what people learned, but giving faculty a test is inappropriate. Dr. Maria Schefter, an evaluation consultant, volunteered to assist in developing a survey and later to analyze it and take the lead in writing a report. She modified the open-ended questions that had been proposed; the committee approved the draft. She suggested using opinion questions with a Likert-type scale; these are time-consuming to construct but results should be less time-consuming to compile. The committee chose not to finish their draft of topics priorities for the new Senate, but to limit the feedback to the FDD. Dr. Yukiko Inoue analyzed the results of Dr. Postma's survey. Standards and other factors were considered. Personal rights were respected; responses were anonymous. No code numbers were used; the responses to Questions 1–15 were on computer cards so the demographic information cannot be correlated with the handwriting or content of the responses to the open-ended questions. Demographic information (college/unit, seniority, and employment status) was reported as aggregates. The committee took charge of photocopying, disseminating, and collecting the surveys.

Instruments

Likert-type scale opinion statements

The statements on the yellow paper were designed for timely analysis and to be minimally intrusive on workshop time. This two-part survey was developed with fifteen computer-scored and four open-ended questions. Part One of the questions had an even number of choices for agreement and disagreement, thus pressing respondents to make a decision. A 5th option was 'not applicable'. Part Two requested feedback on participant's learning, application of the information, and future activities about governance. Other comments were also requested (Q 19).

The yellow form has high face validity as it was custom designed by three members of the FDD Committee and a consultant who conferred with the Faculty Senate Chair to find out what information the Senate could use. (Face validity means that people think it looks like an appropriate tool to find out what information or content that feedback is supposed to measure.[8])

Reliability of a feedback tool means that the questions convey the same thing to the same people at different times. For example, the responses people give a week later should be about the same. Possible evidence of the reliability of these

[8] Bernard, H R. (2000). *Social science research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage. p 49

questionnaires is that no one requested clarification and that two questions with similar meanings, 3 and 7, elicited the same percentages of agreement.

Reliability is a contributor to validity and is a necessary but not sufficient condition for validity. In a relatively homogeneous population a crude measure appears to be reliable because variation in the data are limited. Our population is relatively homogeneous (university people) and thus data from both yellow and white pages are relatively reliable. To evaluate the content validity of an instrument, agreement must be reached on what elements constitute adequate coverage of the problem. The Senate President discussed needed information with a member of the FDD committee, and the consultant who developed the questionnaire. Thus the yellow one had good content validity, that is, it covered the relevant dimensions.

The guest speaker brought the white feedback form in response to early emails with him about evaluating learning objectives for the governance day; beyond that its history is unknown. Dr. Postma's questions on white paper also used a Likert-type scale to measure attitudes about five statements. The second side asked participants to prioritize the top five issues for Senatorial action. He gave it to the FDD committee and said that the results were for UOG, not for him. The yellow and white forms were not coded to allow linking of the two response sheets from an individual participant.

The open-ended questions requested feedback on this workshop and on ideas for future faculty development. People commented about what they learned (Q. 16), how to apply it to UOG (Q. 17), future faculty development (Q 18), and other comments. Based emergent categories, the analysis grouped responses into the following areas: FDD kudos, faculty senate, decision-making processes, faculty development days, promotion and tenure, and other professional development. The comments suggest that other studies and, or, activities could include: budget, content of Faculty Development Days, culture of continuous improvement, decision-making, Faculty Senate, and promotion & tenure.

Open-ended questions

The four open-ended questions requested opinions about important ideas for governance learned or reviewed in connection with Faculty Development Day and the two readings, by Jack Schuster et al. and Weingartner (Q. 16); how to apply this at UOG (Q. 17); suggestions and timeframes for further faculty development activities (Q. 18); and other comments (Q. 19). A comment is the response to one of the four questions.

For analysis, even when a response written under the open-ended questions 16, 17, or 18 appeared not to answer that question but to fit better in #19 (other comments), the response was included wherever it best fit in the categories that seemed to emerge from the open-ended responses as a whole. The open-ended questions were considered as catalysts for suggestions, not as rigid pigeonholes.

Numbers indicate the number of comments on that topic, not the number of participants. Sometimes the response to a query covered several topics / categories. A range of the comments is quoted below each topic; if all the comments about a topic were essentially the same then there are fewer quotes in the body of the report. Note that the responses are often telegraphic, short answers to fit the blank spaces after each question. Sometimes the response to a query covered several topics / categories, so the same response may be counted several times. The UOG affiliation and college

cannot be analyzed for the open-ended questions; the demographic information on the computer cards is not coded to link with the open-ended responses on the yellow form. Given the small cell size, any linking of response patterns with demographics could compromise individual privacy.

Data analysis

Descriptive statistics were used to summarize frequencies of quantifiable data from the yellow and the white forms. The rankings from the Likert-type scales are measured on an ordinal scale.

Quantifiable data from the yellow form were analyzed using SPSS for all respondents and then filtered for faculty only; the inclusion of demographic information (Q 13, 14, and 15) made comparisons of groups in cross tabulations possible although cell size was generally small even through the two levels of agreement were combined as Agree, the two levels of disagreement as Disagree (Table 3a & b and Figure 2a and b. The data are presented in the Appendix Tables 4 and 5 but are not discussed because of the small cells size. The cross tabulation revealed no consistent trends (Tables 4 and 5, Figures 2, 3, and 4).

Data from the white form were analyzed for central tendencies and variability, that is, the spread around the average, the mean.

Qualitative data from the open-ended responses were coded for topic, compiled, and summarized. Some anomalies of grammar, spelling, and capitalization were corrected to promote clarity.

Eleven non-faculty turned in yellow response forms. Half marked the choice for administrator, four marked the option for alumni or student; no one marked the option for regent or legislator although some attended.

Data were filtered to comprise only faculty (N = 79) (Table 1 and 3b). The inclusion or exclusion of the 11 who indicated they were not faculty (Q 13) only changed the rounded percentages (to the nearest 5%) for four of the Likert-type scale questions. Use of the larger sample decreased the agreement by 5% to Q 2, 9, 10, and increased agreement by 5% to Q 12. Only three changes were noted in the ten categories for years and affiliations.

These 5% differences do not s affect the judgments of success nor the recommendations.

Limitations

This report is based on questionnaires filled out by 60% of the 149 people who signed in at FDD; it offers some representation of FDD, but no claim is made to generalize to all of UOG. There are over 200 full-time and part-time faculty; other UOG stakeholders groups include students, administrators, staff, union, regents, and other community members. The opinion and demographic questions #1-15 on the yellow form were completed by 90 people; the open-ended questions #16-20 by 43 people. The attitude questions #1-5 on the white form were completed by 74 people.

- Errors in responses to the yellow survey m[illegible]ave resulted from people having to mark on separate answer cards. Errors in analysis of the open-ended responses may have resulted from difficulty in reading handwriting and lack of sophisticated analysis software.

- Dr. Postma's topic-prioritizing questions for the Senate were answered by too few people (about 20) for meaningful analysis; this report addresses questions more directly related to feedback from Faculty Development Day. Approximately 70 people were present when a head count was done at 2 p.m. Some people turned in the feedback at lunchtime even though some of them stayed later.
- Response rate for surveys is a chronic issue; opinions about norms vary. A 75% return rate from survey contract researchers is mandated by The U.S. Office of Management and Budget (Bernard, 2000)[9]. A National Institutes of Health (NIH) recommended website[10] expects 90% from closed sessions such as workshops. At UOG, return rate in faculty surveys and elections for Fall 2000 averaged 65% and ranged from about 60-70%; response rate is an ongoing concern (personal communication from UOG Faculty Senate member). Therefore, the 60% return rate on the yellow survey is about average for UOG.
- Although participants had ample time, having four pages of feedback may have compromised the return rate, especially on the reverse sides (open-ended and prioritizing questions).
- There are no data to assess whether people who left early did so for extrinsic reasons or because of dissatisfaction with the workshop (some who left early filled in one or more of the question sheets).
- The match between the learning goals and the presentation and activities was not as transparent as had been planned.
- One person commented that the form was hard to read. Did that mean the 11-point font, the language, the computer response card, or something else?
- Response forms were not numbered, so it was not possible to correlate the open-ended questions with questions 1-15 on the yellow form, nor to correlate the yellow and white forms.

[9] Bernard, H R. (2000) *Social science research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage. p. 249

[10] http://www.faseb.org/aps/educatn/promote/3Questionnaires.PDF. 8/22/00

B) Detailed tabulations or analyses of quantitative data, and transcripts or summaries of qualitative data

Tables

Table 1. Comparison of differences in data from all respondents and faculty only, rounded to nearest 5%.

Table 2 (a). Frequencies and percentages from five questions on white form.

Table 2 (b). Mean scores and standard deviations from five questions on white form.

Table 3. Open-ended responses, grouped by categories, to questions 16–19 about participant learning and application to UOG, future faculty development activities and timeframes to continue improving faculty governance, and other comments.

Figures

Figure 1. Comparison of knowledge about faculty governance (a) before and (b) after Faculty Development Day, Jan. 2001

Additional detailed tables and figures and the working summary of the responses from the open-ended questions were prepared and are available upon request.

Table 1. Comparison of agreement data from all respondents and faculty only, rounded to nearest 5%

Question #	All respondents (N = 90) agreement	Faculty only (N = 79) agreement	Difference for faculty only
1	35%	35%	=
2	50%	55%	–5%
3	65%	65%	=
4	75%	75%	=
5	85%	85%	=
6	95%	95%	=
7	65%	65%	=
8	65%	65%	=
9	15%	20%	–5%
10	25%	30%	–5%
11	65%	65%	=
12	65%	60%	+ 5%
13	90%	-	+11 people
14 a. <1–3 years	20% (N = 18)	20%	=
b. 4–7 years	20% (N = 18)	20%	=
c. 8–11 years	25% (N = 22)	25%	=
d. 12–15 years	15% (N = 15)	20%	+5%
e. 16 years or more	15% (N = 15)	15%	=
Missing	(N = 2)		
15a. CALS	15% (N = 10)	10%	+5%
b. CAS	40% (N = 33)	35%	+5%
c. CBPA	5% (N = 6)	5%	=
d. CNHS, COE, LR	25% (N = 23)	25%	=
e. GS&R	10% (N = 9)	10%	=
Missing	(N = 9)		

* If faculty only the % increased or decreased by . . ., or stayed same (=)

Table 2 (a). Frequencies and percentages from five questions on white form.

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1. As a result of this workshop, I have better ideas about a healthy faculty governance system at the UOG.	3(3.9%)	4(5.3%)	16(21.1%)	42(55.3%)	9(11.8%)
Q2. I am optimistic about the new Faculty Senate's ability to establish a good working relationship with the UOG administration.	2(2.6%)	1(1.3%)	12(15.8%)	26(34.2%)	33(43.4%)
Q3. Healthy decision-making structures are the most important component of the UOG's return to accreditation.	1(1.3%)	1(1.3%)	7(9.2%)	28(36.8%)	39(51.3%)
Q4. More efficient use of the current budgetary funds will allow the UOG to operate as a quality university.	2(2.6%)	5(6.6%)	15(19.7%)	25(32.9%)	28(36.8%)
Q5. A new UOG president will make a significant, positive effect on the quality of the university's operations.	2(2.6%)	2(2.6%)	11(14.5%)	21(27.6%)	39(51.3%)

Table 2 (b). Mean scores and standard deviations from five questions on white form.

Questions	Mean	SD	Minimum	Maximum	Valid N
Q3. Healthy decision-making structures are the most important component of the UOG's return to accreditation.	3.36	.81	.00	4.00	76
Q5. A new UOG president will make a significant, positive effect on the quality of the university's operations.	3.24	.98	.00	4.00	75
Q2. I am optimistic about the new Faculty Senate's ability to establish a good working relationship with the UOG administration.	3.18	.94	.00	4.00	74
Q4. More efficient use of the current budgetary funds will allow the UOG to operate as a quality university.	2.96	1.05	.00	4.00	75
Q1. As a result of this workshop, I have better ideas about a healthy faculty governance system at the UOG.	2.68	.91	.00	4.00	74

Note: The values represent mean responses to questions coded 4(strongly agree), 3 (agree), 2 (neutral), 1 (disagree), and 0 (strongly disagree).

Table 3. Open-ended responses, grouped by categories, to questions 16–19 about participant learning and application to UOG, other faculty development activities and timeframes to continue improving faculty governance, and other comments.

KUDOS FOR THIS FACULTY·DEVELOPMENT DAY:

Praises were expressed even though the open-end questions did not directly request input.

V. good day. Excellent program. Keep up the great work!

Great event! Thank you organizers. I don't think it could have been better.

FACULTY SENATE:

The concept of a faculty senate received the greatest number of comments.

Appreciation of hearing how senatorial structure and process work, for example at California State University (CSU) Chico:

The way that CSUC faculty senate & administration relate/function w/respect to each other

The four unique characteristics of the Academic Senate at Chico State are something one should ponder.

'Adapt not adopt' caveats for UOG:

We should discuss these to see if they have relevance to UOG. Surely modification would be needed, but they have promising aspects to them.

Try & revise:

Localize activities to disciplines and then expose what works across disciplines. Quarterly.

Union vs. Senate domains:

Distinction between senate issues versus typical union concerns: they must remain separate, not let faculty senate become bogged down in union - type concerns: pay increments, retirement benefits, etc.

Flow charts needed, comments on work and decision flow:

Please show "work flows"/decision flows for the new structures that now replace UAAC and the FC. E.g., course changes, curriculum changes...[CL note: This is part of the posted Senate organizational plan.]

Representation in Senate:

Involve everyone - administrators, ALL faculty, staff & students in governance. Faculty are NOT the only ones that make up the university - it is a community of students, faculty, staff, administrators and its environment!

Faculty governance should reflect intricacies of the smallest unit. Recognizing political realities.

The senate chair meets weekly with the University President.

The Senate President have meeting with faculty (at each unit or as a whole) at least two times a semester.

The senate meeting is open to everybody to attend.

Keep a strong high-profile senate. Hold open forum sessions from time to time.

The importance of involving limited term and adjunct professors in governance.

Participation:

Encouraging individual faculty participation and helping them identify opportunities where they can contribute their skills and talents.

-vital for success of a university. Faculty must be interested/involved in academic decision.

Links with Board of Regents:

Use the momentum now to propose a Faculty (or Faculty - elected) Regent Provision for Faculty or Faculty or faculty-elected Regent before June of this year.

Have the faculty senate president assigned as a voting member of the board of regents.

Faculty voice helps the Board of Regents & President see our view.

Consultants needed:

Good investment with speaker. Should be considered as a consultant until we get settled.

DECISION-MAKING / LEADERSHIP STYLES FOR COMMITTEE & OTHER WORK WITH GROUPS:

The decision-making styles workshop received many compliments and comments.

Decision-making / communication styles:

The 4 major groups: lions, beavers, otters, & retrievers

An informative & humorous way to value people's strengths & be open about needs.

The different points of view and learn how to respect them.

Mix and match people in committees - also implied above is treating people differently to be more effective.

Faculty should try to understand each other!

Decision making / dialog improvement at UOG:

We need to foster an environment of communication and mutual respect/trust between the faculty & administration.

Actively create an environment where professors can express ideas without cynical retaliation.

From the 2nd Article: 1) Faculty need professional autonomy. 2) Our "Policy" must be assessment-minded.

· Real need for good communication; · workable through mutual respect; · trust is very important

Appreciating the value and strength of diversity & inclusion.

Culture of continuous improvement / impact assessment at UOG / evaluation

A) Continue to organize and develop professional autonomy via professional professor ethics. B) Develop and employ assessment Tests/Tool for courses and programs for academic quality.

Program evaluation - importance criteria

Listen to faculty and needs of the academic program (and students careers)!

Discussions/Lectures/Workshops on purpose of university. What effects do we have on the island? How many people on Guam take courses?

Budget

Make current & planned budgets available for input in timely fashion by faculty, staff, students

Faculty Senate prepares a budget for the University for Fiscal 2002 We are broke

We need to reorganize the university

PROMOTION & TENURE ISSUES:

Promotion and Tenure (P&T) issues surfaced with comments in response to all four of survey questions.

Promotion criteria defined by college. Evaluation and promotion awarded by university-wide committee.

Standards for Promotion and Tenure should be decided by individual Departments

Re-do the CFES[Comprehensive Faculty Evaluation System] Separate standards for different colleges. Keep P&T the same but using revised criteria. Add a few extra members to represent limited term and adjunct professors.

After experiencing the arbitrary P & T process, the faculty development process should be linked.

FUTURE FACULTY DEVELOPMENT DAYS RELATED TO GOVERNANCE:

update on UOG committees:

Suggest a 1-year review of faculty senate/committees - perhaps at next year's meeting.

ethics:

Each semester hold workshops on Professional ethics. Develop a Professional Ethics manual for students, staff, administrators, and *faculty.

leadership and decision-making:

'How to's' for effective management and teambuilding. For Deans, Unit Chairs, Faculty.

personality styles and valuing diversity - follow-up

timing & activities needed:

Faculty development activities should be conducted more frequently, but not at the expense of instruction time.

At least once each semester.

Dr. Postma was a good speaker. Need a few more group participatory activities.

FACULTY DEVELOPMENT ACTIVITIES - OTHER

Do needs assessment polls of faculty to determine more topics.

Mentoring

Internet access for all faculty

Support faculty attendance at Mainland Conference. At least once a year

IT (Information Technology) in High Education in the 21st Century

Test construction.

Learning assessment

Teaching strategies for all students success. Fall/Spring semester (1st week of school)

Bring off-island doctorate programs to UOG campus. For example programs from Great Britain's Open University.

Workshops on how to write Grants-achieve Promotion, Tenure-How to handle grievances, as initiators or recipients- Programs available at UOG, Weight training, UOG Theater, Isla, Planetarium, etc...

MINORITY OPINIONS

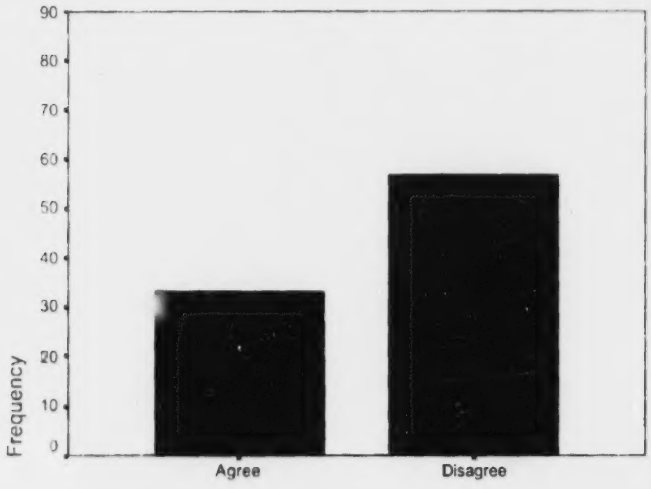
Only a few comments expressed displeasure – about the information covered and the length of time expended:

Too much "How does that work at CSU - Chico" not enough UOG Focused activities.

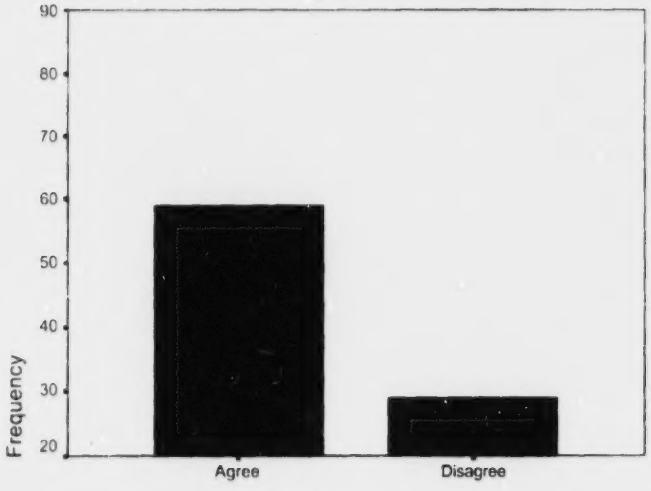
I think a full day is a bit more than needed for this meeting.

The gentleman in charge of the workshops should have reviewed what we have accomplished before putting together his presentation.

Figure 1 a & b. Comparison of knowledge about faculty governance before and after Faculty Development Day, Jan. 2001 N = 90



Q1. knowledge of faculty gov



Q3. I have tools (concepts, understandings)

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